

DOCUMENT RESUME

ED 174 732

UD 019 673

AUTHOR Scott, Elois Skeen
 TITLE Middle and Junior High School Title I Comprehensive Reading and Math Evaluation, 1976-1977.
 PUB DATE [79]
 NOTE 20p.; For related documents, see UD 019 674-676; Not available in paper copy due to reproduction quality of the original document

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
 DESCRIPTORS Admission Criteria; *Compensatory Education Programs; Cooperating Teachers; Effective Teaching; Inservice Programs; Instructional Materials; Junior High Schools; Middle Schools; Parent Participation; Program Administration; *Program Attitudes; *Program Effectiveness; *Program Evaluation; *Remedial Mathematics; *Remedial Reading Programs

IDENTIFIERS *Elementary Secondary Education Act Title I; New York (Buffalo)

ABSTRACT

This paper lists the questions presented to and discusses the responses of math teachers, reading teachers, helping teachers, home-school teachers and principals regarding the effectiveness of Title I math and reading programs. Taken into consideration are respondents' attitudes toward student selection, inservice programs, materials and supplies, parent participation, teacher and Title I staff cooperation, and program administration. Recommendations made by the various teachers for improving their effectiveness and/or the overall effectiveness of the program in each of these areas are outlined. In addition, general observations are made concerning the role of each of these teachers in the Title I programs. (FE)

 * Reproductions supplied by EDRS are the best that can be made *
 * from the original document. *

ED174732

Middle and Junior High School Title I Comprehensive
Reading and Math Evaluation
1976-1977

by

Elois Skeen Scott

State University of New York at Buffalo

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY.

"PERMISSION TO REPRODUCE THIS
MATERIAL HAS BEEN GRANTED BY

E. S. Scott

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)."

UD019873

Middle and Junior High School Title I Comprehensive
Reading and Math Evaluation

The discussion of the Middle and Junior High School Evaluation is organized around a set of questions which were derived from the description of each of the components of the program in the Title I proposal. In all cases as many of the people in each component was interviewed as was possible. Additionally, the responses to some questions were derived by classroom observation. Following are the questions that were asked:

A. Helping Teacher

1. What activities do you provide in the non-teaching side of your job?
2. What problems have you had in trying to carry out your program?
3. How effective do you feel you have been since you have had to combine teaching and coordination duties?
4. What assistance do you receive from the elementary school supervisor?
5. How active has the PAC in your school been?
6. Are parents active in your reading and math program? In what ways?
7. What effort has been made to include parents?
8. How many students are receiving services in your school?
9. When more students are eligible than there are staff, how do you determine which students will receive Title I services?
10. How many students do you individually instruct?
11. Do you feel that you have enough supplies and materials?

12. What recommendations do you have for the program in general and the helping teacher role specifically?

B. Reading Teacher/Math Teacher

1. How many students do you presently service?
2. How many periods during the week do you usually see them?
3. How long are these periods?
4. What opportunities do you have to confer with the students' regular classroom teacher?
5. Which of the students' teachers do you usually see?
6. How helpful do you feel these conferences are?
7. What assistance does the helping teacher provide?
8. How helpful and knowledgeable are the aides?
9. What type of inservices have you had?
10. How helpful have they been?
11. What other types of inservices would you like to see included?
12. When are these inservices usually given?
13. What services do the supervisors provide?
14. Do you have adequate supplies and materials?
15. What recommendations would you make for the program in general and for your job specifically?

C. Home-School Teacher

1. How many students do you presently see?
2. Of these students, how many are you seeing at home on a tutorial basis and how many are you seeing at school?
3. Are you able to tutor the student in all of his classes?
4. How receptive have parents been to your working with students at home?

5. What problems do you have in trying to carry out your role?
6. Inservice questions (see above).
7. Questions on supervisor's role (see above).
8. What recommendations would you make for the program in general and your job specifically?

D. Principal

1. How satisfied are you with the reading/math program in your school?
2. How does the cooperation between the teachers and the Title I staff seem to be?
3. How active is the PAC?
4. What efforts have been made to encourage parents' participation?
5. What recommendations would you make for the program?

Discussion of Section A

Helping Teacher

1. What activities do you provide in the non-teaching side of your job?

Most of the Helping Teachers were responsible for scheduling the classes of all of the Corrective Teachers. Additionally, they provided inservices, securing of materials, interpretation of the program and general coordination activities. In some schools the Helping Teacher also worked with individual children, in addition to the regular load, who were not functioning well in the group setting of Corrective Teachers.

2. What problems have you had in trying to carry out your role?

The major problem that most people mentioned was the disruption of their own classes when other problems

occasionally arose. The problems that were most frequently mentioned were administrative in nature.

3. How effective do you feel you have been since you have had to combine teaching and coordination duties?

Most of the Helping Teachers did not feel that instruction of children hampered their effectiveness greatly. Most said that they enjoyed working with children and felt that aspect of the program should be continued. There were occasional problems that occurred as a result of this, however (see previous question). One reason that minimal problems have probably occurred is that most of the Helping Teachers as well as the Corrective Teachers are not new to the program. Another critical factor is that most of the aides are also well seasoned and consequently can do their job with minimal instruction. Where either of these criteria were not met, the Helping Teachers could not function effectively in their role doing both jobs.

4. What assistance do you receive from the elementary school supervisor?

In most of the schools, the assistance of the elementary supervisor was viewed very positively. In one school, however, the supervisor was not known. This may be a result of a communication gap, in that the supervisors may have to introduce themselves as supervisors and relate specifically what their function is rather than to assume that the specialist know who they are and what services they are to perform.

In the schools that were favorable to the assistance received, staff stated that their supervisors observed classes and made suggestions, demonstrated lessons and provided materials.

5. How active has the PAC in your school been?

In most all schools the PAC could not be described as active. A few parents in all schools attend some meetings but interest among large groups of parents is almost non-existent. Staff at one school did express that they felt that they had a fairly active PAC and attributed the success of the program this year to the Home-School Teacher. The Home-School Teacher in this particular school had made several home visits and apparently had set a tone which encouraged parents to feel welcome and to want to be active in the PAC.

6. Are parents active in your reading and math program? In what ways?

Basically parents in the Junior High and Middle Schools have not been active in the reading and math programs. This question was asked because there appears to be a distinct difference in being active in an organized body like the PAC and being active in the instructional program of your child. In the elementary schools, this distinction was quite apparent. In the Junior High and Middle Schools, parents were generally inactive in both.

7. What effort has been made to include parents?

The responses to this question were quite interesting. In general the Title I staff feels that they have been very diligent in seeking parents and encouraging them to

be active. This has been done through sending messages home, making telephone calls, and in some cases discussing the importance of parent activity with the students. The activities that parents have been most responsive to have been social in nature rather than instructional. It appears to be extremely important that Title I personnel show parents how they can be effective and active in the instructional program of their children and to encourage this activity. This probably means less lecture instructional type activity and more parent involvement activity in meetings. Additionally parents need to be shown how their help benefits their childrens' academic achievement.

8. How many children are receiving services in your school?

In all cases the number of children serviced met the program guidelines. The Helping Teachers in each of the schools visited did however feel that the number of pupils serviced was too large to be effective. In this case, they were speaking for themselves as well as for the Corrective Teachers. Related to this question, I also asked in what stanine did the majority of the students fall, and in all schools the majority of the students appear to be in the 2nd and 3rd stanine.

9. When more children are eligible than there are staff, how do you determine which children will receive Title I services?

In general, children were selected at this point by combined teacher judgment. This included the specialist teacher, the Helping Teacher and the classroom teacher.

In a very few cases, however, selection was based upon ability to schedule classes.

10. How many children do you individually instruct?

In all cases the Helping Teachers were instructing the number of children specified in the Title I guidelines. Additionally, all seemed to like having some instructional relationship with the children, but most agreed that the number they had to service interfered with their ability to coordinate the program.

11. Do you feel that you have enough supplies and materials?

In all cases, except one, it was felt that the amount and kind of materials available were insufficient. Most felt that they had enough basal type materials but that they did not have enough materials which could be used to individualize the program. Additionally, most felt that they lacked even minimal audio visual material, particularly in terms of hardware.

All had ordered material in the Fall of 1976. Most had received their materials late in May, 1977. This appears to be a considerable problem for most schools.

12. What recommendations do you have for the program in general and the helping teacher role specifically?

1. City-wide meeting for Helping Teachers. These meetings could be used as an information exchange as well as in-service.

2. Better screening system for pupils. Each year teachers find some youngsters who score in the 0-3 stanine and can do much better than their test scores reflect. Conversely, many students receive much higher stanines which are not reflective of their actual ability to perform.

Title I personnel and classroom teachers would like more flexibility in selecting those children who need services and who scored high on the exam, and screening out those students who scored low but who can perform at a much higher level.

3. More materials. In all schools but one, teachers at all levels requested more materials, particularly those which would enable them to individualize instruction. Additionally, it was requested that these materials be made available at the beginning of the year rather than the end.

4. Field trips would be more useful if they were made available throughout the year. In this way, they could be tied into the instructional program better. The field trips also caused in some schools, some problems. The basic problem was that regular teachers resented that only some of their children, Title I children, could participate. This caused some ill will on the part of other children who felt left out. Additionally, some of the teachers expressed the desire to have more input in the selection of places to be visited.

5. All expressed the opinion that 75 children were too many to adequately service. Even if these children could be handled instructionally, which some felt that they could not, the additional paper work was over burdensome.

General Observations

The Helping Teachers all seemed to be following the Title I guidelines and appeared to be doing a good job of program

development and coordination in spite of having to work part time with children. All except one felt that the program was doing very well in their school and that they received fairly good cooperation with the other classroom teachers.

There appears to be a strong need to continue the position of Helping Teacher in the Title I programs. The Helping Teacher, in all instances, plays an extremely important role in coordination which facilitates program implementation.

Discussion of Section B

Reading and Math Specialist

1. How many students do you presently service?

In all cases, each teacher serviced 75 students as required by the proposal guidelines.

2. How many periods during the week do you usually see them?

Students were met three times a week in all schools. Children were generally taken from study hall for these instructional periods. In some schools, however, where only two study halls per week are scheduled, students had to be pulled from other special subjects. This, of course, is something that should be avoided because it encourages resentment on the part of the students who naturally want to take part in "specials."

3. How long are these periods?

The periods ranged from 41 to 50 minutes with the average time in most schools being 45 minutes.

4. What opportunities do you have to confer with the child's regular classroom teacher?

In most cases a regular time was set up in which to confer with the child's teachers. In addition, most

specialist teachers saw classroom teachers whenever a particular need arose. In some cases, additional contact was kept through written communication.

5. Which of the child's teachers do you usually see?

The reading teachers usually conferred with the language arts teachers and the social studies teachers. The math Correctives conferred with the regular math teachers.

6. How helpful do you feel these conferences are?

In most all cases, the Correctives felt that the conferences were very useful. They felt that it kept them in contact with the child's regular instructional program and helped them provide and develop areas that complemented the classroom teacher's program. This has one particularly good benefit in that the more the students can begin to see a direct relationship between what is going on during the time spent with the Correctives and what goes on in their regular classrooms, the more cooperative they can become.

7. What assistance does the helping teacher provide?

In all cases the perception of what the Helping Teacher does was quite consistent with what the Helping Teacher described (see Section A-1). Most of the Correctives felt very positive about the help they received from the Helping Teachers.

8. How helpful and knowledgeable are the aides?

In all but one case, the aides were described as being excellent, highly trained and very knowledgeable. This can

be attributed partly to the fact that most of the aides have been with the system for some time and have become familiar with the content and procedures. Another major factor to be considered is that some aides have worked with the same teacher for several years and the two of them have developed a very good working relationship. Also, many of the aides are still from the communities in which the children live, and this has had a very positive effect on the children.

9. What type of inservices have you had?

In most all cases, the inservices that were held at the building level were devoted to program description and organizational problems. Few were related to instructional program specifically.

10. How helpful have they been?

Most teachers said that they had been somewhat helpful. This, again, can probably be attributed with the familiarity that most teachers have with the program now.

11. What other types of inservices would you like to see included?

The math Correctives were extremely complimentary of the city wide math inservice programs. They found them to be very helpful and liked the idea that the aides were included. The reading personnel expressed the desire to have similar inservices.

12. When are these inservices usually given?

The building inservices were usually regularly scheduled meetings during the Correctives' planning time.

In two schools, meetings were held more frequently in the beginning of the year than they were near the end. This was due to organizational considerations which occur more at the beginning of each year.

13. What services do the supervisors provide?

The teachers described pretty much what the Helping Teachers described in the area. It appears that the supervisors are most used when their services are requested rather than work initiated as a result of their own observations. Teachers in general did not appear to have a clear idea of exactly how the supervisor was supposed to contribute to the program. In one school, it was mentioned that they felt the supervisors were more suited to providing services to elementary schools.

14. Do you have adequate supplies and materials?

In all schools, but one, teachers felt that they did not have adequate supplies and materials (see Section A-12).

15. What recommendations would you make for the program in general and for your job specifically?

The recommendations that follow are in addition to the recommendations made by the Helping Teachers.

1. Make all effort possible to see that teachers stay at the same building. Many have begun to develop good instructional programs and establish good rapport with the children and this should not, if possible, be disrupted.

2. Make all effort possible to see that aides stay at the same school. There are many very good teacher-aide teams working together presently. It disrupts the

instructional program when these teams are broken up and new relationships have to be developed.

3. The program would have more credibility for the students if some kind of grade or credit could be given the Title I classes. In this way students would feel that they were working for something tangible.

4. The reading teachers would like inservice programs similar to those provided by the math specialist.

General Observations

In most cases, the reading and math teachers were working in fairly well equipped and pleasant classrooms. All met the proposal guidelines in terms of numbers of students serviced and number of periods met. All kept folders although they varied in terms of completeness. Most teachers have developed some sort of notation system of their own which actually serves the purpose of the folders in terms of identification of skills and methods of correction. The folders appear to be used for the most part as an activity to be filled in when one has time. Additionally, the folders do not appear to be used much by anyone. This occurrence is not only true for the Junior High/Middle School program but also the Elementary School program.

Discussion of Section C

Home-School Teacher

Only two of the four schools visited had a Home-School Teacher. One of the other schools had an organizational aide; the other school could identify no similar support.

1. How many students do you presently see?

It was difficult to ascertain exactly how many students the Home-School teacher saw. I was only able to interview one Home-School teacher in person. Information from the Helping Teacher and the Home-School Teacher interviewed indicate that the number varies depending on the particular needs of the students at a particular time.

2. Of these students, how many are you seeing at home on a tutorial basis and how many are you seeing at school?

Information unavailable.

3. Are you able to tutor the student in all of his classes?

Apparently for those children who are serviced at home, the major part of the Home-School Teachers' job has been to simply deliver homework and make sure that students understand the directions. A great deal of actual tutoring apparently does not take place. However, the Home-School Teacher that I spoke directly to takes children out and works with them in whatever subjects they need help with.

4. How receptive have parents been to your working with the children at home?

In general, parents appear to be extremely supportive of the Home-School Teacher. This speaks very highly of the job the Home-School Teachers are doing. In addition to positive parent receptiveness, students also appear to be extremely receptive to the program. It appears that both parents and students seem to perceive this service as an indication that the school wants to help and assist.

5. What problems do you have in trying to carry out your role?

The major problem appears to be time. Home-School Teachers do not frequently have enough time to provide as much service to some students because such a large number of students require their time.

6. Inservice

No information available.

7. Questions on supervisors' role

No information available.

8. What recommendations would you make for the program in general and your job specifically?

1. Some students should be allowed to be seen upon request by the student rather than having to wait for a teacher request.

General Observations

The Home-School Teacher played a tremendously important role in the Title I Program. In all cases, the services that were provided were highly valued by other staff members. An additional service the Home-School Teacher provided is to express to the community the concern they have about their children and their willingness to assist in whatever ways they can. They have been extremely helpful in establishing a more positive attitude about school among both the parents and the students. It is interesting to note that in those schools which had the most active PAC's were the ones which had dynamic Home-School Teachers.

Discussion of Section D

Principal

Only one of the four principals was available when the schools were visited. Consequently, the remarks that follow do not reflect all schools.

1. How satisfied are you with the reading/math program in your school?

The principal was very satisfied with the reading/math program and attributed much of the success to the excellent Helping Teacher and the Home-School Teacher.

2. How does the cooperation between the teachers and the Title I staff seem to be?

The cooperation at this particular school seemed to be quite good, and the principal expressed this. At other schools the Helping Teacher and Corrective Teachers also expressed that they have very good cooperation with the classroom teachers.

3. How active is the PAC?

The principal in this school felt that that was the weakest aspect of their program. He felt that they had made an effort to include parents and to encourage their participation, however, they had not been successful. This is the one area he wished to devote more effort to in the following year.

4. What efforts have been made to encourage parents' participation?

Several efforts were described, which included inviting parents to meetings having workshops. None had been particularly successful.

5. What recommendations would you make for the program?

Better pupil selection procedures.

Summary and Conclusions

The Title I program in the Junior High and Middle Schools appears to be operating quite successfully. The programs are well staffed and for the most part even though there were unanimous complaints about lack of materials, this was related generally to supplies. The facilities in most schools were excellent and where teaching was observed, the quality was very good.

An interesting observation noted was that with the exception of one person, the aides were described as excellent. They appear to be well trained and quite successful in their work.

The Home-School Teacher was a real plus to the program. In addition to helping students, they generated a very positive attitude about school to the families with which they were involved. The Helping Teachers, of course, are the core of the program and a large part of the success of the program must be attributed to them.

The program appears as though it will have a very positive impact on the children who receive its services.

Junior High and Middle Schools Visited

<u>School</u>	<u>Date</u>
Clinton	6-6 a.m.
Woodlawn	6-6 p.m.
Millard Fillmore	6-7 a.m.
Genesee-Humboldt	6-7 p.m.